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ABSTRACT

The objectives of this study were to obtain responses from students and counselors (in Michigan Community Colleges) to the following questions: (1) which functions do counselors feel receive enough or too much emphasis? (2) which functions do students feel receive enough or too much emphasis? (3) which functions do counselors feel need more emphasis? (4) which functions do students feel need more emphasis? (5) which functions listed do counselors feel are not counselor functions? and (6) which functions listed do students feel are not emphasized at all? The questionnaires for counselors were similar to those intended for student use, with 35 and 30 items respectively. Results showed that counselors were more concerned with promoting coordination among faculty, students, and administration, and with conducting surveys for strengthening student services. Students felt that a greater emphasis was needed on recommendations on scholastic programs and on consultation concerning career plans, educational goals, and probable chances for achieving them. Lists of both counselor responses and student responses conclude this study. (KJ)

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# A SURVEY OF STUDENT AND COUNSELOR PERCEPTIONS OF THE EMPHASIS PLACED ON SPECIFIC COUNSELOR FUNCTIONS IN MICHIGAN COMMUNITY COLLEGES

Michigan
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## Acknowledgment

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The colleges and their representatives who served as liaison during the study are:

| | |
|---|---|
| Delta College | Miss Elizabeth Corbishley |
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| Schoolcraft College | Mr. John Witten |

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General Procedure. On September 15, 1967, representatives of more than fourteen community colleges met at East Lansing to hear a proposal for the study. At this meeting it was suggested that only those colleges which had enrolled students prior to the fall of 1965 be included in the study. The reason for this was that many times when a college is new the personnel involved in the initial phase of operation serve as temporary counselors and advisors. The intent of the study was to get reactions from professional counselors.

The college representatives of the 14 participating colleges agreed to provide a list of the counselors employed by their college during the fall of 1966. The director of the study sent the questionnaire with a cover letter to each of the counselors and tabulated the responses without the college personnel having knowledge of what their counselors had said.

The college representatives also provided a list of full time students enrolled for the fall of 1966. From this list, the director made a random sampling and returned the sampled list to the college representative who mailed the opionnaire to the student with a cover letter from the college. The students' responses were mailed directly to the director of the study for tabulation and analysis.

Objectives. The objectives of the study were to obtain responses from students and counselors from which the following questions might be answered:

1. Which functions do counselors feel receive enough or too much emphasis?

2. Which functions do students feel receive enough or too much emphasis?

3. Which functions do counselors feel need more emphasis?

4. Which functions do students feel need more emphasis?

5. Which functions listed do counselors feel are not counselor functions?

6. Which functions listed do students feel are not emphasized at all?

Method. The counselor questionnaire and the student opinionnaire were designed to gather information about the amount of emphasis placed on specific counselor functions. The questionnaire contained 35 items identified by student personnel specialists in earlier studies as those commonly performed by community college counselors. The student opinionnaire contained 30 items similar to those on the counselor questionnaire. Five items were not included in the opinionnaire because they pertained to administrative functions about which it was assumed that students would not have necessary information to form an opinion.

After the instruments were developed, they were sent to three counseling specialists in Michigan for review.[1] The college representatives were also asked to make suggestions. Revisions to include these suggestions were made before the instruments were finalized and reproduced.

The items selected for use in the questionnaire to determine the amount of emphasis on specific counselor functions were taken in part

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1. Dr. Max Raines, Professor of Education, Michigan State University.

Dr. Marie Prahl, Director of Counseling, Flint Community College (currently serving as visiting Professor of Education, Michigan State University).

Mr. Kenneth Sproull, Director of Student Personnel, Lansing Community College.

from the 21 Basic Student Personnel Functions developed by Max Raines for the Carnegie Study of Junior College Student Personnel Programs, and in part from the items used in the initial survey of Guidance and Counseling Programs in Michigan Community Colleges in 1966.

The instruments were designed so the data could be coded on IBM punch cards and used on a 7090 computer for tabulation and printing.

After the tabulations were made of the 77 counselor and 697 student responses, the items were grouped into nine areas of related functions. These nine areas were used as the framework within which to discuss specific function responses. The percentages were always rounded to the nearest whole percent. In some cases, the counselor or student did not give a response to a specific item, and so the percentage was always based on the total response to that item. Both counselors and students were instructed to answer each item about the counseling functions in the college they were associated with in the fall of 1966, and not to make a judgment on what they thought counselors in general should or should not emphasize.

Major Findings. Counselors were most concerned with promoting coordination among faculty, students, and administration, and conducting surveys for strengthening student services. This seems to indicate a desire on their part to improve the total counseling program. They were also concerned about working with faculty to plan curricula, and with providing the community more information about the opportunities provided by the college. All of these functions are not directly related to student contact, but they received between fifty seven and seventy nine percent response of need for greater emphasis.

The functions in which counselors deal directly with students and which they feel need most emphasis are consulting with students about their strengths and weaknesses, about job opportunities, and about personal and social problems. Counselors also feel that career information and educational goals needed to be considered more frequently in student consultation. They indicated that more emphasis was needed on helping students develop effective study skills and on administering diagnostic tests.

Students felt the greatest emphasis was needed on advising them into appropriate programs and consulting with them about career plans, educational goals, and probable chances for achieving them. Thirty seven percent of the students felt that there was need for more emphasis on personal and social problems which contrasts with the fifty eight percent response of counselors. Thirty eight percent of the students felt need for more emphasis on helping students develop effective study skills which is in contrast with the fifty one percent response of counselors.

The students were more concerned with conferences with counselors prior to admission to the college than were the counselors. Fifty two percent of the students indicated need for more emphasis as compared to the 34 percent response of counselors. Students were also concerned with up-to-date information about job opportunities and transfer college requirements. Fifty percent of the students felt a need for more emphasis on information about job opportunities and training as did sixty one percent of the counselors. However, on interpreting college transfer requirements only six percent of the counselors felt need for more emphasis as compared to the fifty percent response of the students.

The major differences between student and counselor responses about functions which receive enough emphasis in addition to the aforementioned items (advising students about programs and curricula, and conferring with students prior to admission) were in the interpretation of graduation requirements and visiting transfer students at senior colleges. About seventy percent of the counselors felt these functions are emphasized enough whereas only about forty percent of the students said enough emphasis.

The counselors and students were in almost complete agreement that there were few functions receiving too much emphasis. However, the small percent which did indicate too much emphasis specified orientation classes, tests to incoming students and approving course selections.

Summary of Counselor Responses.

The functions which counselors perceive as needing the most emphasis in rank order are:

1. Promoting coordination among faculty, students and administration. (79%)
2. Conducting surveys for strengthening student services. (67%)
3. Student appraisal of strengths and weaknesses. (65%)
4. Working with faculty in planning curricula. (65%)
5. Seeking and dispensing information about job opportunities and training. (61%)
6. Consulting about personal or social problems. (58%)
7. Providing community information about college opportunities. (57%)
8. Dispensing career information. (55%)
9. Consulting with students about career plans and educational goals. (55%)
10. Administering diagnostic tests. (55%)

11. Helping students develop effective study skills. (51%)

12. Maintaining contact with alumni. (50%)

The functions which counselors perceive as not being counselor functions in rank order are:

1. Reprimanding students for off-campus trouble. (95%)
2. Reprimanding students for on-campus trouble. (87%)
3. Maintaining academic and social records. (71%)
4. Assisting in placing students in technical programs on jobs. (60%)
5. Evaluating high school or prior college transcripts. (55%)
6. Assisting students in planning time schedules. (45%)
7. Sponsoring or advising co-curricular activities. (43%)
8. Maintaining contact with alumni. (43%)
9. Securing part-time employment upon request. (40%)
10. Securing financial assistance for students. (37%)
11. Approving course selections for students. (33%)
12. Administering tests to incoming students. (29%)
13. Providing community information about college opportunities. (29%)

The functions which counselors perceive as receiving enough emphasis in rank order are:

1. Writing references for students who plan to transfer. (90%)
2. Interpreting college transfer requirements. (87%)
3. Writing references for students seeking employment. (79%)
4. Interpreting graduation requirements. (71%)
5. Interpreting regulations including probation and course pre-requisites. (70%)
6. Visiting transfer students at senior colleges. (69%)

7. Administering tests to incoming students. (60%)

8. Advising students into appropriate programs or curricula. (57%)

9. Promoting and attending professional conferences. (57%)

10. Conferring with students prior to admission. (55%)

11. Assisting with short orientation programs. (55%)

12. Interpreting test results to students. (55%)

13. Securing part-time employment upon request. (51%)

The functions which counselors perceive as receiving too much emphasis in rank order are:

1. Approving course selections for students. (18%)

2. Assisting students in planning time schedules. (12%)

3. Conducting orientation classes. (5%)

4. Writing references for students seeking employment. (5%)

5. Advising students into appropriate programs or curricula. (7%)

6. Interpreting graduation requirements. (4%)

7. Interpreting regulations including probation and course pre-requisites. (4%)

8. Maintaining academic and social records. (4%)

9. Writing references for students who plan to transfer. (4%)

Summary of Student Responses

The functions which students perceive as needing the most emphasis in rank order are:

1. Advising students into appropriate programs or curricula. (57%)

2. Consulting with students about career plans, education goals, and probable chances for achieving them. (53%)

3. Conferring with students prior to admission to the college (52%)

4. Appraisal for students of their strengths and weaknesses. (50%)

5. Seeking and dispensing up-to-date information about job opportunities and training. (50%)

6. Interpreting transfer college requirements for students. (50%)

The functions which students perceive as receiving no emphasis at all in rank order are:

1. Helping students develop effective study skills. (38%)

2. Visiting transfer students at senior colleges. (37%)

3. Reprimanding students who "get into social trouble" off campus. (33%)

4. Promoting evaluation of college's student services by maintaining contact with alumni. (27%)

5. Consulting with students about personal or social problems. (25%)

6. Appraisal for students of their strengths and weaknesses. (23%)

7. Administering diagnostic tests to determine students strengths and weaknesses. (23%)

8. Interpretation of test results for students. (21%)

9. Conducting a series of orientation classes. (21%)

The functions which students perceive as receiving enough emphasis in rank order are:

1. Administering tests to incoming students. (73%)

2. Assisting with short orientation programs to acquaint students with the college. (67%)

3. Securing part-time employment for students upon request. (65%)

4. Securing financial aid for students upon request. (59%)

5. Sponsoring or advising for co-curricular activities. (59%)

6. Maintaining academic and social records for students. (58%)

7. Writing references for students who plan to transfer to senior colleges. (58%)

8. Writing references for students seeking employment. (55%)

9. Interpreting campus regulations which include academic probation and course pre-requisites. (54%)

10. Conducting a series of orientation classes. (54%)

11. Reprimanding students who "get into social trouble" on campus. (53%)

The functions which students perceive as receiving too much emphasis in rank order are:

1. Reprimanding students who "get into social trouble" off campus. (13%)

2. Reprimanding students who "get into social trouble" on campus. (10%)

3. Conducting a series of orientation classes. (5%)

4. Administering tests to incoming students. (5%)

5. Approving or disapproving course selections for students each semester (5%)

Characteristics of Counselors and Colleges Responding to the Questionnaire.

1. Age and Sex: Data compiled from the counselor questionnaires show a total of 50 men and 27 women. Eighty per cent of the men were between the ages of 26-40. Only one male counselor was under 26, and only nine were over 40 years of age. The women were divided rather evenly between the ages of 26-40 (48 per cent) and 41-60 years (41 per cent). Only three women counselors were under 25 years of age and none were over 60 years of age.
2. Years on Job: An interesting aspect of the response to "years on the job" was the fact that 52 per cent of both men and women had been on the job two years or less. Forty-two per cent of the men and 33 per cent of the women had been on the job between three to six years. This left a rather small percentage of both men and women who had been on the job over six years.
3. Professional Education: One of the outstanding characteristics shown about counselors was that 68 per cent of them had their Master's Degree in Counseling. The number of counselors who had Master's Degrees in an academic area or in Administration or some other type of degree totaled only 12 women and 13 men.
4. Job Responsibilities: Another interesting fact was that 85 per cent of the women were full-time counselors while only 52 per cent of the men were full-time counselors. It is interesting to note that 30 per cent of the men were administrators as well as counselors. The remaining responsibilities were divided among instruction and other areas. Only two women and nine men had other than counseling or administrative responsibilities.

5. College Enrollment: All of the women counselors were employed in colleges with over 1,000 students. The greatest number were employed in colleges with an enrollment between 1,000--5,000 students. The percentage of distribution of men counselors was quite similar to women counselors.

6. Number of Counselees: Fifty per cent of the women counselors had between 351--600 counselees. Thirty-one per cent had less than 350 and 19 per cent had more than 600 counselees. The number of counselees was more evenly distributed among the men counselors. Forty per cent of the men had between 351--600 counselees, 31 per cent had less than 350 and 29 per cent had more than 600 counselees.

Characteristics of Students Responding to the Opinionnaire.

1. Age and Sex: Data compiled from the student opinionnaires show a total of 420 men and 277 women. Seventy seven per cent of the students were under 21 years of age, seventeen per cent were between 21 and 25 years of age, and six per cent were over 25 years of age.

2. Marital Status: One hundred thirteen of the students were married and five hundred eighty three were single. Thus, 84 per cent of the students were single.

3. Class Status: Two hundred seventy seven of the students classified themselves as freshmen and four hundred seven as sophomores. Thus, 60 per cent were sophomores and 40 per cent freshmen.

4. Years Attendance at College: Two hundred sixty of the students said that this was their first year at this college. Three hundred fifty said it was their second year and eighty said they had attended

more than two years. Thus, 38 per cent were in their first year, 51 per cent in the second year, and 11 per cent had been attending more than two years.

5. Admission Status: Five hundred ninety nine of the respondents said they were full time day students. Ninety five per cent were day students, 86 per cent full time and 9 per cent part time. Of the remaining five per cent who were night students only one per cent were full time students.

6. College Program: Two hundred nineteen students were enrolled in a pre-professional program and two hundred forty six in liberal arts. Thus, a total of 66 per cent were enrolled in these two areas. There were 90 enrolled in a business program, 73 in technical programs, 25 in health science, 33 in general, and 5 in apprenticeship programs. In percentage; 13 per cent in business, 10 per cent in technical, 4 per cent in health science, 5 per cent in general, and one per cent in apprenticeship.

7. What Students Expect to do in the Fall of 1967: Three hundred fifty five students said that in the fall of 1967 they expected to attend the same college, 190 said they expected to attend a four year college, 21 said a different two year college, 22 said military service, and 93 said some other plans (not itemized). Thus, by percentage; the same college, 52 per cent; a four year college, 28 per cent; a different two year college, 3 per cent; military service, 3 per cent; and doing something other than the items listed above, 14 per cent.

TABLE 1

AMOUNT OF EMPHASIS SHOWN BY
COMMUNITY COLLEGE COUNSELORS

| FUNCTION | AMOUNT OF EMPHASIS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Enough | | Needs More | | Too Much | | Not a Counselor Function | |
| | Total No. | % | Total No. | % | Total No. | % | Total No. | % |
| PRE-COLLEGE INFORMATION AND ORIENTATION | | | | | | | | |
| Conferring with students prior to admission | 42 | 55 | 26 | 34 | 0 | 0 | 9 | 11 |
| Assisting with short orientation programs | 42 | 55 | 30 | 39 | 1 | 1 | 4 | 5 |
| Conducting orientation classes | 27 | 36 | 25 | 33 | 4 | 5 | 20 | 26 |
| Providing community information about college opportunities | 11 | 14 | 44 | 57 | 0 | 0 | 22 | 29 |
| EDUCATIONAL TESTING AND STUDENT APPRAISAL | | | | | | | | |
| Administering tests to incoming students | 46 | 60 | 8 | 10 | 1 | 1 | 22 | 29 |
| Interpretation of tests results to students | 42 | 55 | 35 | 45 | 0 | 0 | 0 | 0 |
| Student appraisal of strengths and weaknesses | 27 | 35 | 50 | 65 | 0 | 0 | 0 | 0 |
| Administering diagnostic tests | 31 | 40 | 42 | 55 | 0 | 0 | 4 | 5 |
| ACADEMIC ADVISING | | | | | | | | |
| Advising students into appropriate programs or curricula | 44 | 58 | 27 | 35 | 5 | 6 | 1 | 1 |
| Approving course selections for students | 34 | 44 | 4 | 5 | 14 | 18 | 25 | 33 |
| Interpreting regulations including probation and course pre-requisites | 53 | 70 | 14 | 18 | 3 | 4 | 6 | 8 |
| Interpreting graduation requirements | 55 | 71 | 8 | 10 | 3 | 4 | 11 | 15 |

TABLE 2

AMOUNT OF EMPHASIS SHOWN BY
COMMUNITY COLLEGE COUNSELORS

| FUNCTION | AMOUNT OF EMPHASIS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Enough | | Needs More | | Too Much | | Not a Counselor Function | |
| | Total No. | % | Total No. | % | Total No. | % | Total No. | % |
| FINANCIAL AIDS AND PLACEMENT | | | | | | | | |
| Securing financial assistance for students | 38 | 49 | 11 | 14 | 0 | 0 | 28 | 36 |
| Securing part-time employment upon request | 39 | 51 | 7 | 9 | 0 | 0 | 31 | 40 |
| Assisting in placing students in technical programs or jobs | 11 | 14 | 20 | 25 | 0 | 0 | 46 | 61 |
| Writing references for students seeking employment | 60 | 79 | 2 | 3 | 4 | 5 | 10 | 13 |
| CO-CURRICULAR ACTIVITIES AND SOCIAL CENSURE | | | | | | | | |
| Sponsoring or advising co-curricular activities | 37 | 48 | 6 | 8 | 1 | 1 | 33 | 43 |
| Reprimanding students for on-campus trouble | 10 | 13 | 0 | 0 | 0 | 0 | 67 | 87 |
| Reprimanding students for off-campus trouble | 4 | 5 | 0 | 0 | 0 | 0 | 73 | 95 |
| ADMINISTRATIVE ORGANIZATIONAL | | | | | | | | |
| Working with faculty in planning curricula | 11 | 14 | 50 | 65 | 0 | 0 | 16 | 21 |
| Maintaining contact with alumni | 5 | 7 | 38 | 50 | 0 | 0 | 33 | 43 |
| Promoting and attending professional conferences | 44 | 57 | 33 | 43 | 0 | 0 | 0 | 0 |
| Promoting coordination among faculty, students and administration | 13 | 17 | 61 | 79 | 0 | 0 | 3 | 4 |

TABLE 3

AMOUNT OF EMPHASIS SHOWN BY
COMMUNITY COLLEGE COUNSELORS

| FUNCTION | AMOUNT OF EMPHASIS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Enough | | Needs More | | Too Much | | Not a Counselor Function | |
| | Total No. | % | Total No. | % | Total No. | % | Total No. | % |
| PERSONAL AND OCCUPATIONAL COUNSELING | | | | | | | | |
| Consulting with students about career plans and educational goals | 34 | 44 | 42 | 55 | 1 | 1 | 0 | 0 |
| Consulting about personal or social problems | 32 | 42 | 45 | 58 | 0 | 0 | 0 | 0 |
| Seeking and dispensing information about job opportunities and training | 27 | 35 | 47 | 61 | 0 | 0 | 3 | 4 |
| Dispensing career information | 35 | 45 | 42 | 55 | 0 | 0 | 0 | 0 |
| Helping students develop effective study skills | 20 | 26 | 39 | 51 | 1 | 1 | 17 | 22 |
| COLLEGE TRANSFER ADVISING AND FOLLOW-UP | | | | | | | | |
| Writing references for students who plan to transfer | 69 | 90 | 3 | 4 | 3 | 4 | 2 | 2 |
| Interpreting college transfer requirements | 67 | 88 | 5 | 6 | 2 | 2 | 3 | 4 |
| Visiting transfer students at senior colleges | 53 | 69 | 21 | 27 | 1 | 1 | 2 | 3 |
| Conducting surveys for strenthening of services | 12 | 16 | 52 | 68 | 0 | 0 | 13 | 16 |
| STUDENT REGISTRATION AND RECORDS | | | | | | | | |
| Assisting students in planning time schedules | 19 | 25 | 14 | 18 | 9 | 12 | 35 | 45 |
| Maintaining academic and social records | 6 | 8 | 13 | 17 | 3 | 4 | 55 | 71 |
| Evaluating high school or prior college transcript | 25 | 32 | 9 | 12 | 1 | 1 | 42 | 55 |

TABLE 4

AMOUNT OF EMPHASIS SHOWN BY
COMMUNITY COLLEGE COUNSELORS

| FUNCTION | AMOUNT OF EMPHASIS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Enough | | Needs More | | Too Much | | Not a Counselor Function | |
| | Total No. | % | Total No. | % | Total No. | % | Total No. | % |
| PRE-COLLEGE INFORMATION AND ORIENTATION | | | | | | | | |
| Conferring with students prior to admission to the college | 262 | 37.6 | 356 | 52 | 3 | .4 | 68 | 10 |
| Assisting with short orientation programs to acquaint students with the college | 460 | 67 | 153 | 22 | 22 | 3 | 54 | 8 |
| Conducting a series of orientation classes | 371 | 54 | 137 | 20 | 37 | 5 | 142 | 21 |
| EDUCATIONAL TESTING AND STUDENT APPRAISAL | | | | | | | | |
| Administering tests to incoming students | 504 | 73 | 106 | 16 | 35 | 5 | 41 | 6 |
| Interpretation of test results for students | 226 | 33 | 293 | 43 | 20 | 3 | 144 | 21 |
| Appraisal for students of their strengths and weaknesses | 173 | 25 | 342 | 50 | 11 | 2 | 162 | 23 |
| Administering diagnostic tests to determine student strengths and weaknesses | 235 | 34 | 280 | 41 | 13 | 2 | 157 | 23 |
| ACADEMIC ADVISING | | | | | | | | |
| Advising students into appropriate programs or curricula | 196 | 29 | 385 | 57 | 12 | 2 | 84 | 12 |
| Approving or disapproving course selections for students each semester | 331 | 48 | 231 | 33 | 33 | 5 | 94 | 14 |
| Interpreting campus regulations which include academic probation and course pre-requisites | 365 | 54 | 229 | 34 | 17 | 2 | 71 | 10 |
| Interpreting graduation requirements | 282 | 41 | 311 | 46 | 7 | 1 | 79 | 12 |

TABLE 5

AMOUNT OF EMPHASIS SHOWN BY
COMMUNITY COLLEGE STUDENTS

| FUNCTION | AMOUNT OF EMPHASIS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Enough | | Needs More | | Too Much | | No Emphasis at all | |
| | Total No. | % | Total No. | % | Total No. | % | Total No. | % |
| PERSONAL AND OCCUPATIONAL COUNSELING | | | | | | | | |
| Consulting with students about career plans, educational goals, and probable chances for achieving them | 180 | 26 | 365 | 53 | 10 | 1 | 135 | 20 |
| Consulting with students about personal or social problems | 241 | 36 | 247 | 37 | 13 | 2 | 169 | 25 |
| Seeking and dispensing up-to-date information about job opportunities and training | 245 | 37 | 333 | 50 | 8 | 1 | 32 | 12 |
| Dispensing career information to students | 286 | 43 | 279 | 42 | 4 | 1 | 97 | 14 |
| Helping students develop effective study skills | 158 | 23 | 259 | 38 | 9 | 1 | 258 | 38 |
| COLLEGE TRANSFER ADVISING AND FOLLOW-UP | | | | | | | | |
| Writing references for students who plan to transfer to senior colleges | 380 | 58 | 187 | 29 | 4 | 1 | 79 | 12 |
| Interpreting transfer college requirements for students | 245 | 36 | 344 | 50 | 3 | 1 | 89 | 13 |
| Visiting transfer students at senior colleges | 220 | 36 | 163 | 26 | 10 | 1 | 226 | 37 |
| Promoting evaluation of college's student services by maintaining contact with alumni | 265 | 42 | 186 | 29 | 15 | 2 | 170 | 27 |

TABLE 6

AMOUNT OF EMPHASIS SHOWN BY
COMMUNITY COLLEGE STUDENTS

| FUNCTION | AMOUNT OF EMPHASIS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Enough | | Needs More | | Too Much | | No Emphasis at all | |
| | Total No. | % | Total No. | % | Total No. | % | Total No. | % |
| STUDENT REGISTRATION AND RECORDS | | | | | | | | |
| Assisting students in planning time schedules for each semester | 287 | 42 | 246 | 36 | 5 | 1 | 149 | 21 |
| Maintaining academic and social records, including activities, honors and leadership positions | 389 | 58 | 174 | 26 | 21 | 3 | 90 | 13 |
| Evaluating high school or prior college transcripts for students | 332 | 49 | 224 | 33 | 21 | 3 | 99 | 15 |
| FINANCIAL AIDS AND PLACEMENT | | | | | | | | |
| Securing financial aid for students upon request | 393 | 59 | 202 | 30 | 4 | 1 | 66 | 10 |
| Securing part-time employment for students upon request | 438 | 65 | 176 | 26 | 4 | 1 | 51 | 8 |
| Assisting in placing students in the technical programs on jobs | 338 | 43 | 220 | 35 | 5 | 1 | 71 | 11 |
| Writing references for students seeking employment | 350 | 55 | 179 | 28 | 4 | 1 | 10 | 16 |
| CO-CURRICULAR ACTIVITIES AND SOCIAL CENSURE | | | | | | | | |
| Sponsoring or advising for co-curricular activities | 392 | 59 | 182 | 27 | 15 | 2 | 80 | 12 |
| Reprimanding students who "get into social trouble" on campus | 348 | 53 | 153 | 23 | 68 | 10 | 94 | 14 |
| Reprimanding students who "get into social trouble" off campus | 267 | 41 | 82 | 13 | 87 | 13 | 213 | 33 |

# MICHIGAN COMMUNITY COLLEGE STUDY

## College Counselor Questionnaire

Introduction: A state-wide study is being made in the hope that it will give direction to improvement of counseling for many students in community colleges in Michigan. Probably no one is better qualified to make a judgment about the amount of emphasis placed on specific functions than the professional counselor.

This questionnaire is directed to all counselors in Michigan Community Colleges to elicit considered responses which will be of value in future planning.

We are, therefore, inviting your assistance in assessing the emphasis of counselor functions in your college.

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### Part I. General Information

In order to assemble data for analysis of what counselors believe counseling functions are in Michigan Community Colleges, will you please provide the following information?

Place the number of the appropriate response in the space preceding each item.

| | | |
|---|---|---|
| _____ 1. | Sex | 1. Male<br>2. Female |
| _____ 2. | Age | 1. Under 25 years<br>2. 26-40 years<br>3. 41-60 years<br>4. Over 60 years |
| _____ 3. | Years employed at present job | 1. 0-2 years<br>2. 3-6 years<br>3. 7-10 years<br>4. Over 10 years |
| _____ 4. | Professional education | 1. M.A. Counseling<br>2. M.A. Academic area<br>3. M.A. Administration<br>4. Other |

| | | |
|---|---|---|
| _____ 5. | Job responsibilities (Year 1966-67) | 1. Full-time counseling<br>2. Part-time counseling and instruction<br>3. Part-time counseling and administration<br>4. Other _____ |
| _____ 6. | College enrollment (Approx. head count for 1966-67) | 1. Less than 500<br>2. 501-1000<br>3. 1001-5000<br>4. 5000-10,000<br>5. Over 10,000 |
| _____ 7. | Number of counselees (Approx. for 1966-67) | 1. Less than 200<br>2. 201-350<br>3. 351-600<br>4. Over 600 |

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Part II. Counselor functions as you saw them performed during the 1966-67 school year.

Directions: The questionnaire contains a list of functions previously identified by counseling specialists as those most commonly performed by community college counselors.

Read each item carefully. (Only a few minutes of your time will be necessary.) In responding would you please do the following?

For each item select the appropriate response and place the number corresponding to it in the space preceding the item. The response must always be either: 1) to indicate enough emphasis placed on that function in your college, or 2) to indicate more emphasis is needed on that specific function in your college, or 3) to indicate that too much emphasis is placed on that function in your college, or 4) to indicate that the item is not a counselor function in your college.

_____

1 - enough emphasis
2 - needs more emphasis
3 - too much emphasis
4 - not a counselor function

_____ 1. Conferring with students prior to their admission to the college.

_____ 2. Administering tests to incoming students.

_____ 3. Interpretation of test results to students.

1 - enough emphasis
2 - needs more emphasis
3 - too much emphasis
4 - not a counselor function

____ 4. Advising students into appropriate programs or curricula.

____ 5. Appraisal for students of their strengths and weaknesses.

____ 6. Consulting with students about career plans, educational goals, and the probable chances for achieving them.

____ 7. Approving or disapproving course selections for students for each semester.

____ 8. Assisting with short orientation programs to acquaint students with the college.

____ 9. Conducting a series of orientation classes.

____10. Interpreting campus regulations which include academic probation and course pre-requisites.

____11. Assisting students in planning time schedules for each term or semester.

____12. Helping students develop effective study skills.

____13. Maintaining academic and social records, including activities, honors, and leadership positions.

____14. Administering diagnostic tests to determine student strengths and weaknesses.

____15. Securing financial aid for students upon request.

____16. Securing part-time employment for students upon request.

____17. Sponsoring or advising for co-curricular activities.

____18. Reprimanding students who "get into social trouble" on campus.

____19. Reprimanding students who "get into trouble" off campus.

____20. Consulting with students about personal or social problems.

____21. Interpreting graduation requirements.

____22. Seeking and dispensing up-to-date information about job opportunities and the training required.

1 - enough emphasis
2 - needs more emphasis
3 - too much emphasis
4 - not a counselor function

____23. Assisting in placing students in the technical programs on jobs.

____24. Writing references for students seeking employment.

____25. Writing references for students who plan to transfer to another college.

____26. Interpreting transfer college requirements.

____27. Visiting transfer students at senior colleges.

____28. Dispensing career occupational information to students.

____29. Evaluating high school or prior college transcripts for students.

____30. Working with faculty advisers in planning curricula requested by students.

____31. Promoting evaluation of the college's student services by maintaining contact with alumni of the college.

____32. Promoting community contact with youth and adults to provide information to them about educational opportunities available at the college.

____33. Conducting surveys as a means of strengthening services to the students.

____34. Promoting and attending professional conferences to increase professional skill and knowledge.

____35. Promoting coordination among faculty, administration, and students to provide maximum benefit to students.

# MICHIGAN COMMUNITY COLLEGE STUDY

## College Student Opinionnaire

Introduction: A state-wide study is being made in the hope that it will give direction to improvement of counseling for many students in community colleges in Michigan. Probably no one is better able to give opinions about the amount of emphasis placed on specific counselor functions than the students themselves.

We are, therefore, inviting your assistance in assessing the emphasis of counseling services in the community college you attended in the fall of 1966. Only a few minutes of your time will be necessary.

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Part 1. General Information

In order to assemble data for analysis of what students think about counseling services in the community colleges in Michigan, will you please provide the following information? You will not need to identify yourself.

For each question place the number of the appropriate response in the space preceding the item. (Base all answers on your attendance at a community college in the fall of 1966.)

| | |
|---|---|
| _____ 1. Sex? | 1. Male<br>2. Female |
| _____ 2. Age? | 1. 16-20 years<br>2. 21-25 years<br>3. 26-35 years<br>4. Over 35 years |
| _____ 3. Marital Status? | 1. Married<br>2. Single |
| _____ 4. Class Status? | 1. Freshman<br>2. Sophomore |
| _____ 5. Admission Status? | 1. Full-time day student<br>2. Part-time day student<br>3. Full-time night student<br>4. Part-time night student |
| _____ 6. Years of attendance at this college? | 1. First year<br>2. Second year<br>3. More than 2 years |

_____ 7. College Program?

1. Pre-professional (transfer)
2. Liberal Arts (transfer)
3. Business (1 or 2 years)
4. Technical (1 or 2 years)
5. Health Services
6. General
7. Apprenticeship programs

_____ 8. Please indicate what you expect to be doing during the fall of 1967?

1. Attending the same college
2. Attending a different college (community)
3. Attending a four-year college
4. Military service
5. Other

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Part II. Opinion About College Counseling

Directions: This opinionnaire contains a number of tasks previously identified by counseling specialists as those most commonly performed by community college counselors. Your help is needed in determining how much emphasis was given to each by counselors in your college.

Read each item carefully. Select the appropriate response for each question and place the number corresponding to it in the space preceding the item. The response must always be either: 1) to indicate enough emphasis was placed on that specific service, or 2) to indicate that more emphasis was needed on that service, or 3) to indicate that too much emphasis was placed on that specific service, or 4) to indicate that the item was not emphasized at all. Remember, each item pertains to the college you attended in the fall of 1966 and is not to be your judgment of what counselors should or should not emphasize.

1 - enough emphasis
2 - needs more emphasis
3 - too much emphasis
4 - not emphasized at all

_____ 1. Conferring with students prior to their admission to the college.

_____ 2. Administering tests to incoming students.

_____ 3. Interpretation of test results for students.

_____ 4. Advising students into appropriate programs or curricula.

_____ 5. Appraisal for students of their strengths and weaknesses.

_____ 6. Consulting with students about career plans, educational goals, and probable chances for achieving them.

_____ 7. Approving or disapproving course selections for students each semester.

_____ 8. Assisting with short orientation programs to acquaint students with the college.

_____ 9. Conducting a series of orientation classes.

_____10. Interpreting campus regulations which include academic probation and course pre-requisites.

_____11. Assisting students in planning time schedules for each semester.

_____12. Helping students develop effective study skills.

_____13. Maintaining academic and social records, including activities, honors, and leadership positions.

_____14. Administering diagnostic tests to determine student strength and weaknesses.

_____15. Securing financial aid for students upon request.

_____16. Securing part-time employment for students upon request.

_____17. Sponsoring or advising for co-curricular activities.

_____18. Reprimanding students who "get into social trouble" on campus.

1 - enough emphasis
2 - needs more emphasis
3 - too much emphasis
4 - not emphasized at all

_____19. Reprimanding students who "get into social trouble" off campus.

_____20. Consulting with students about personal or social problems.

_____21. Interpreting graduation requirements.

_____22. Seeking and dispensing up-to-date information about job opportunities and the training requirements.

_____23. Assisting in placing students in the technical programs on jobs.

_____24. Writing references for students seeking employment.

_____25. Writing references for students who plan to transfer to senior colleges.

_____26. Interpreting transfer college requirements for students.

_____27. Visiting transfer students at senior colleges.

_____28. Dispensing career occupational information to students.

_____29. Evaluating high school or prior college transcripts for students.

_____30. Promoting evaluation of the college's student services by maintaining contact with alumni of the college.